



Children's Progress Academic Assessment (CPAA)

Adaptive Skills Assessment Pre-K - Grade 3

Children's Progress Overview

- Founded at Columbia
- Research Partners
 - MIT, Yale, UTEP, Penn State
- Research Grants
 - U.S. Dept of Ed., NSF, NIH
- Joined Northwest Evaluation Association (NWEA)



Columbia
University



Yale



Children's Progress Academic Assessment

- Data to drive instruction
- Stand-alone or with MAP
- Child-friendly, fun
- Adaptive & scaffolded
- Efficient
- Instant reports
- Instructional recommendations
- Available in Spanish for PK-2

CPAA



Establishing a Continuous Process

The Formative Assessment Cycle



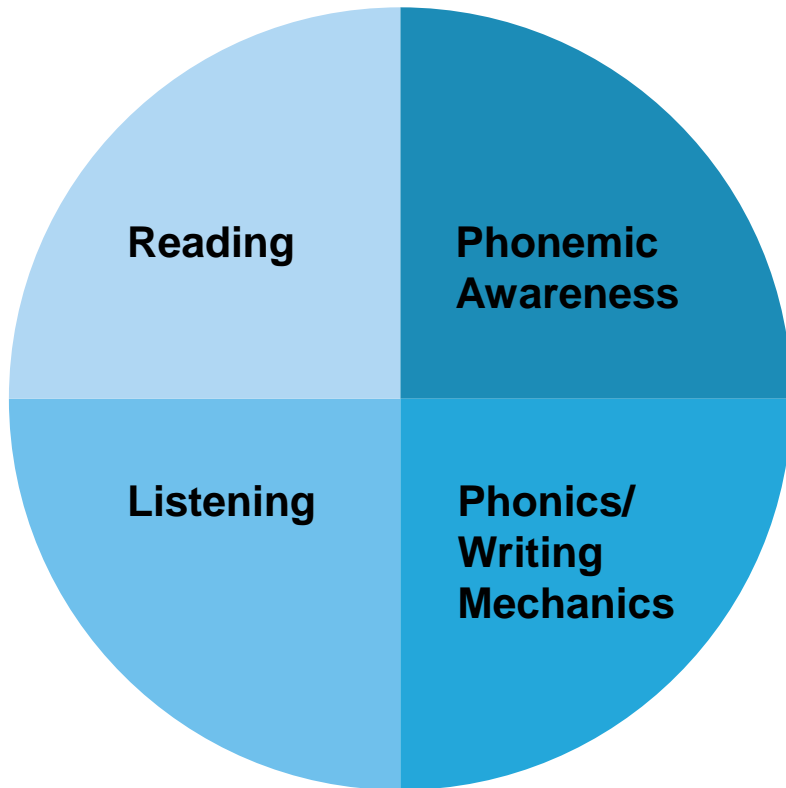
Step 1: **Assess**

The Formative Assessment Cycle

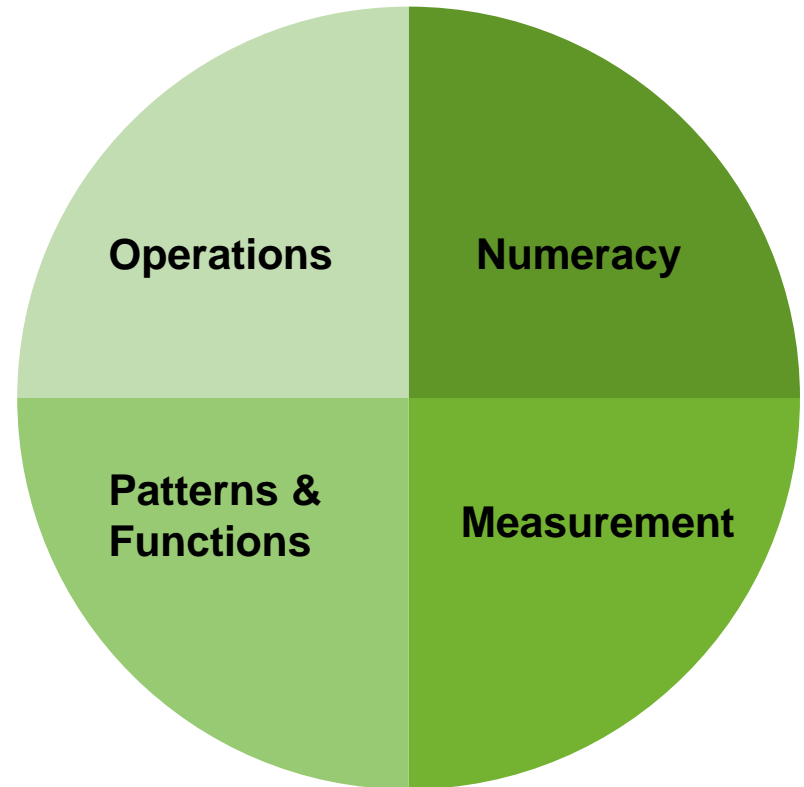


Scope of Content

Early Literacy



Mathematics



Ongoing Assessment: Growth & Skills



Fall



Winter



Spring



Skills Assessment (CPAA)

MAP

Growth Baseline

MAP

Optional growth data point

MAP

Growth Outcome

MAP, CPAA, and RTI

Tier 3:

Guided diagnostics,
evaluation or IEPs
for individual students

Tier 2:

CPAA interventions for
progress monitoring

Tier 1:

MAP as whole-group
universal screener



Assessment Demo



- Pre-K to 3
- Pre-K
- Grades K-1
- Grades 2-3

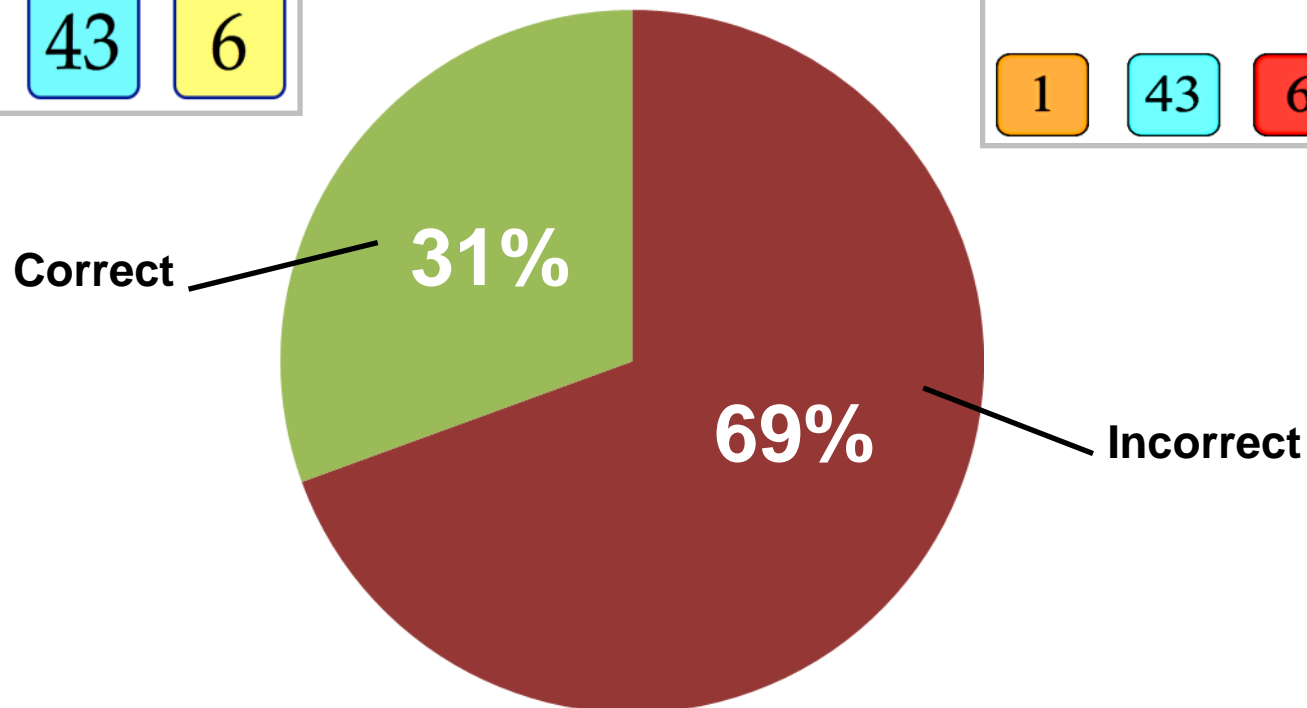
The benefit of scaffolded assessment

Initial Question

$4 - 3 =$

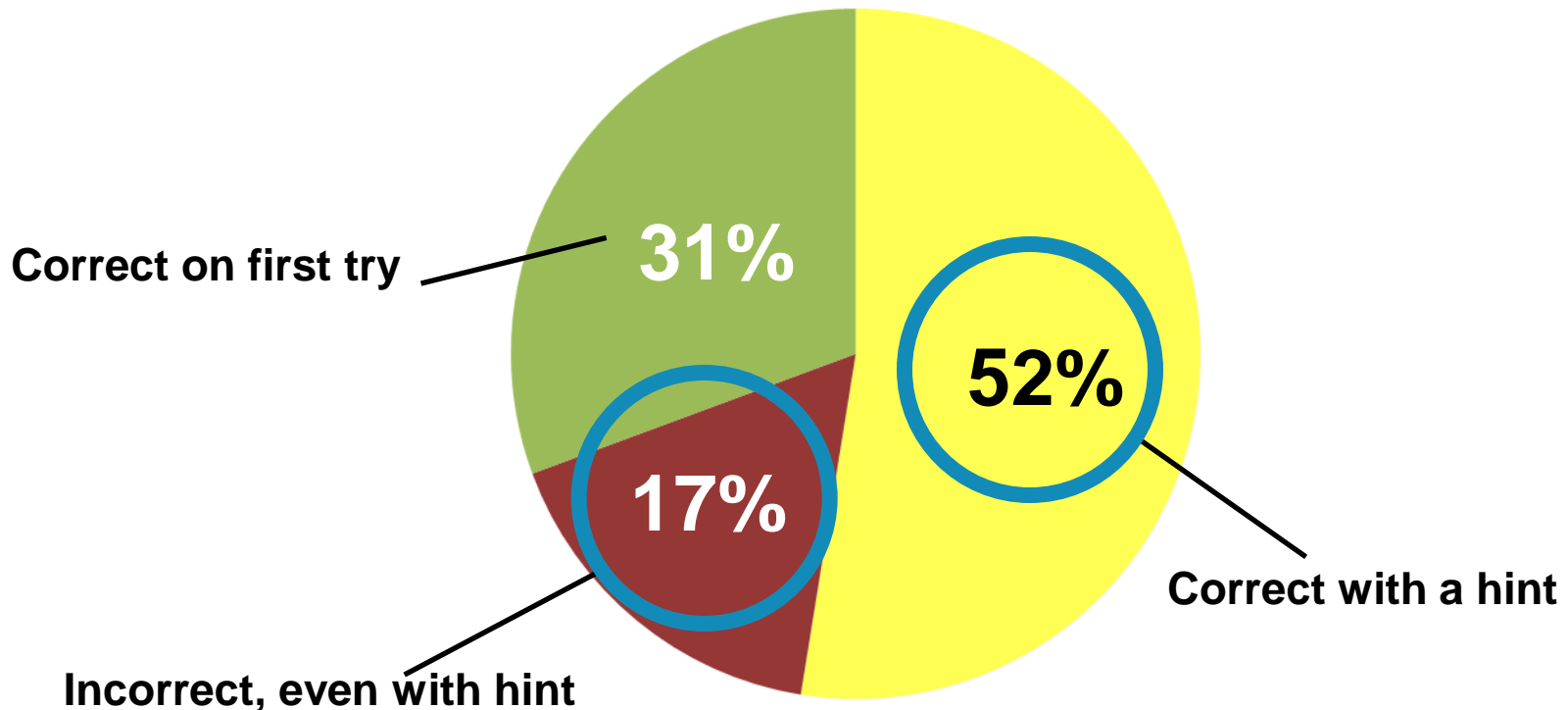
With Scaffolding

☒ ☐ 4
☐ ☐ $\underline{-3}$



The benefit of scaffolded assessment

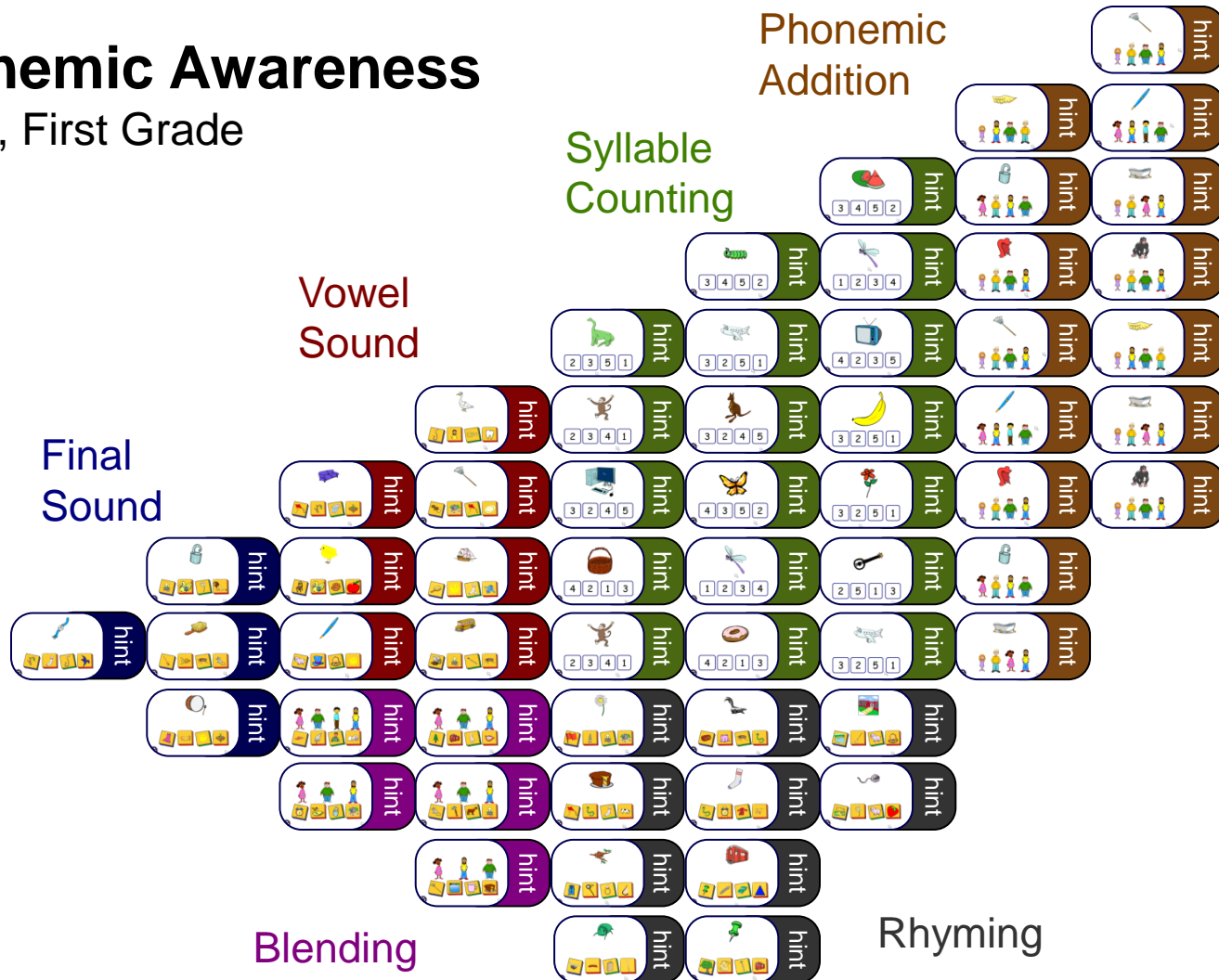
Different instructional needs



Adaptive Structure

Phonemic Awareness

Winter, First Grade



Phonemic Addition

Syllable Counting

Vowel Sound

Final Sound

correct

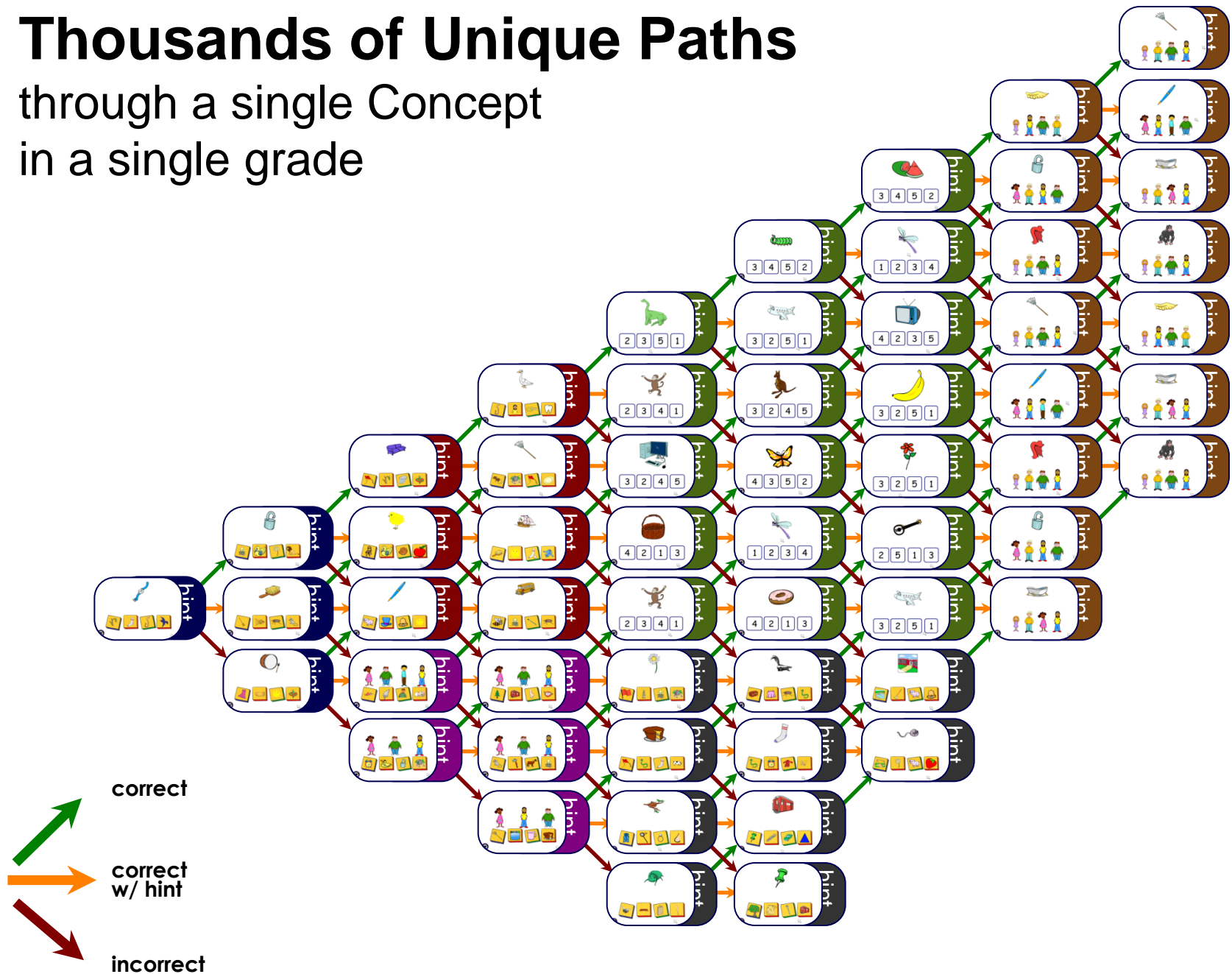
**correct
w/ hint**

incorrect

Blending

Rhyming

through a single Concept
in a single grade



Step 2: Report

The Formative Assessment Cycle



Reports Overview

- Instant
- Web-based
- Interactive
- Easy to use
- Standards-aligned
- Multiple levels



DISTRICT



SCHOOL



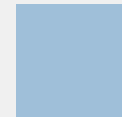
CLASS



STUDENT

Scoring Rubric

- Examines child's "path" through each concept
- Describes progress toward end of year objectives
- Provides at-a-glance information about each child's ZPD



Above Expectation (4)



At Expectation (3)



Approaching Expectation (2)



Below Expectation (1)

Reports: Student Level



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CLASS



STUDENT

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**Samantha Jones's Report
Gr2 Spring '10-'11**
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Proctor:



Literacy - Student's Concept Scores

Score scales 1 to 4


Concept	Graph	Level	Score	Class Avg.
Phonemic Awareness	<div></div>	Above Expectation	4	3.1
Phonics/Writing	<div></div>	At Expectation	3	3.2
Reading	<div></div>	Approaching Expectation	2	2.3

Mathematics - Student's Concept Scores

Score scales 1 to 4

Concept	Graph	Level	Score	Class Avg.
Measurement	<div></div>	Approaching Expectation	2	2.6
Numeracy	<div></div>	At Expectation	3	2.3
Operations	<div></div>	Approaching Expectation	2	2.8
 Patterns/Functions	<div></div>	Below Expectation	1	2.6

[Glenn, Andrew](#)
[Hernandez, Wesley](#)
 • [Jones, Samantha](#)
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Numeracy	<div></div>	At Expectation	3	2.3
Operations	<div></div>	Approaching Expectation	2	2.8
 Patterns/Functions	<div></div>	Below Expectation	1	2.6

**Reading****Approaching Expectation**

🔽 Open all sub concepts (details view) | 🔽 Close all sub concepts

Samantha began by reading a narrative passage. Based on how she answered the questions following this passage, Samantha moved on to either a higher-level passage, a short passage section, or a sentence reading section. Her performance is described here. Samantha identified the main idea from the mid-level passage. After some help, she understood the meaning of a phrase from the mid-level passage. In the short passage section, Samantha made an inference from each of two brief narrative stories on her own.

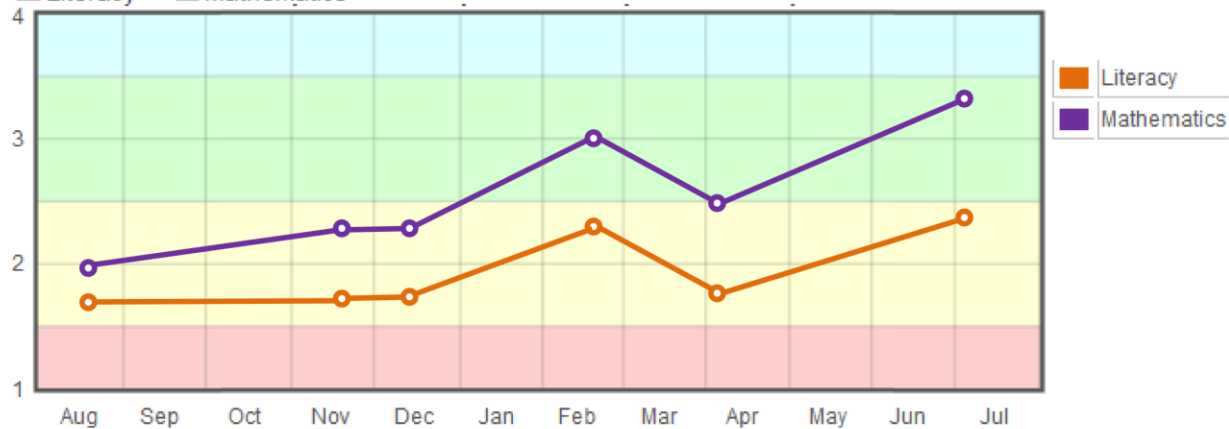
- ✓ Correct answer
- ✓ Correct answer with hint
- ✗ Incorrect answer

▼ Short Passage

Samantha Jones was able to:	End of Year Objective:	Recommended Activities:
Samantha made an inference from each of two brief narrative stories on her own.	Samantha should read with sufficient accuracy and fluency to support comprehension (Common Core Standard for Gr2 - Reading - Foundational Skills-4).	Visualizing
✓ How high in the sky do you think Rebecca's plane was flying?		
✓ Which of the following does the story suggest?		
✗ Why did Brian's dad laugh when Brian asked for the train from their vacation?		

Subject scores for the selected year

☒ Literacy ☒ Mathematics



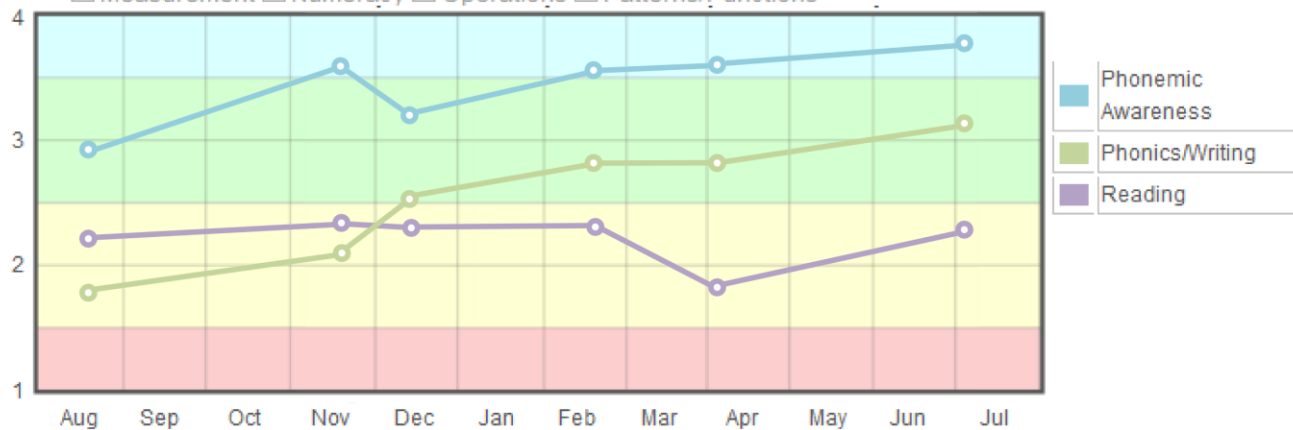
Concept scores for the selected year

☒ Literacy

☒ Phonemic Awareness ☒ Phonics/Writing ☒ Reading

☐ Mathematics

☒ Measurement ☒ Numeracy ☒ Operations ☒ Patterns/Functions



Reports: Class Level



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CLASS



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Jane Clark's Class Report
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 Assessment: CPAA Gr2 Spring '10-11

Literacy - Class's Concept Scores

Score scales 1 to 4

Concept	Graph	Level	Class Avg.	School Avg.
Phonemic Awareness	<div></div>	At Expectation	3.1	3.1
Phonics/Writing	<div></div>	At Expectation	3.2	3.2
Reading	<div></div>	Approaching Expectation	2.3	2.3

Mathematics - Class's Concept Scores

Score scales 1 to 4

Concept	Graph	Level	Class Avg.	School Avg.
Measurement	<div></div>	At Expectation	2.6	2.6
Numeracy	<div></div>	Approaching Expectation	2.3	2.3
Operations	<div></div>	At Expectation	2.8	2.8
Patterns/Functions	<div></div>	At Expectation	2.6	2.6

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Click on concept to see scores.

■ Above Expectation (3.5-4.0)
 ■ At Expectation (2.5-3.5)
 ■ Approaching Expectation (1.5-2.5)
 ■ Below Expectation (1-1.5)

Literacy - Class's Concept Scores

Score scales 1 to 4

Concept	Graph	Level	Class Avg.	School Avg.
Phonemic Awareness	<div style="width: 100%; height: 10px; background-color: green;"></div>	At Expectation	3.1	3.1
Phonics/Writing	<div style="width: 100%; height: 10px; background-color: green;"></div>	At Expectation	3.2	3.2
Reading	<div style="width: 50%; height: 10px; background-color: yellow;"></div>	Approaching Expectation	2.3	2.3

Mathematics - Class's Concept Scores

Score scales 1 to 4

Concept	Graph	Level	Class Avg.	School Avg.
Measurement	<div style="width: 100%; height: 10px; background-color: green;"></div>	At Expectation	2.6	2.6
Numeracy	<div style="width: 50%; height: 10px; background-color: yellow;"></div>	Approaching Expectation	2.3	2.3
Operations	<div style="width: 100%; height: 10px; background-color: green;"></div>	At Expectation	2.8	2.8
Patterns/Functions	<div style="width: 100%; height: 10px; background-color: green;"></div>	At Expectation	2.6	2.6

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[Macdonald, Donovan](#)
[McGowan, Shannon](#)
[Moon, Timon](#)
[Nguyen, Amir](#)
[Oku, Kimura](#)
[Owens, Dillan](#)
[Roberts, Naida](#)
[Rosales, Joel](#)
[Tan, Lydia](#)
[Tan, Samson](#)
[Wade, Herman](#)
[Williamson, Keeona](#)



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View: ☐ Literacy ☒ Mathematics

Click on the concept headers to sort by that concept.
 Click on the student name to see that student's individual report.

Above Expectation (3.5-4.0)
 At Expectation (2.5-3.5)
 Approaching Expectation (1.5-2.5)
 Below Expectation (1-1.5)

Mathematics - Concept Scores Per Student

Score scales 1 to 4

Students	Measurement	Numeracy	Operations	Patterns/Functions
Glenn, Andrew	4	2	3	1
Jones, Samantha	2	3	2	1
Owens, Dillan	3	2	1	1
Bishop, Rogan	3	3	3	2
Booth, Randall	1	1	4	2
Macdonald, Donovan	3	2	2	2
McGowan, Shannon	2	2	3	2
Moon, Timon	2	2	2	2
Roberts, Naida	2	1	4	2
Rosales, Joel	3	3	3	2
Acosta, Derek	2	2	3	3
Bartlett, Yolanda	3	2	2	3
Chan, Julie	2	2	3	3
Clarke, April	4	2	2	3
Hernandez, Wesley	2	2	3	3
Nguyen, Amir	3	3	3	3
Oku, Kimura	2	3	3	3
Tan, Lydia	4	2	3	3
Tan, Samson	2	2	3	3
Booth, Cecilia	3	3	4	4
Bradford, Colette	2	3	3	4
Dorsey, Alistair	4	4	4	4
Williamson, Keeona	2	2	2	4

Reports: School & District Level



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CLASS



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Alysia Bagsby
Gabriel Diullo
Jane Clark
Niesha Eck



Seaside School First Grade - Gr1 Spring '10-'11

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View: ☒ Literacy ☐ Mathematics

Click on concept to see details.













■ Above Expectation (3.5-4.0)
■ At Expectation (2.5-3.5)
■ Approaching Expectation (1.5-2.5)
■ Below Expectation (1-1.5)

Literacy - Grade's Concept Scores

Score scales 1 to 4

Concept	Graph	Level	School Avg.	District Avg.
Phonics/Writing	<div style="width: 100%; height: 10px; background-color: green;"></div>	At Expectation	3.3	3
Phonemic Awareness	<div style="width: 100%; height: 10px; background-color: green;"></div>	At Expectation	2.6	2.6
Reading	<div style="width: 100%; height: 10px; background-color: green;"></div>	At Expectation	3	3

Literacy - Student Distribution for Grade Average

Concept	School Avg.	Above Exp.	At Exp.	Approaching Exp.	Below Exp.
Phonics/Writing	3.3	9 	15 	1 	0 
Phonemic Awareness	2.6	2 	12 	11 	0 
Reading	3	7 	11 	6 	1 

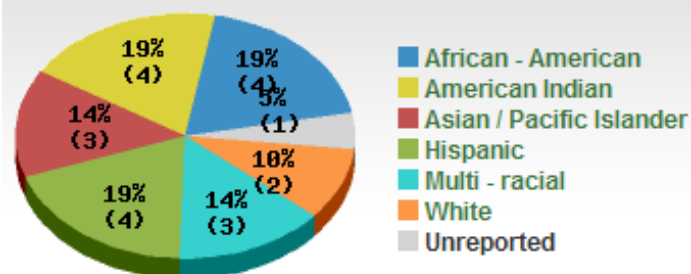
Assessment Completion

Group	Done	Total	% Done
School	21	40	52.5%
African - American	4	7	57.1%
American Indian	4	8	50.0%
Asian / Pacific Islander	3	6	50.0%
Hispanic	4	8	50.0%
Multi - racial	3	6	50.0%
White	2	4	50.0%
Unreported	1	1	100.0%

[◀ Back to Dashboard](#)

Demographic Breakdown

Total Students Represented: 21



Language Arts - Concept Scores

Score scales 1 to 4

Concept	Hispanic	African - American	Asian / Pacific Islander	American Indian	White	Multi - racial	Unreported	School Avg
Reading	1.3	1.8	2.3	2.0	2.0	2.0	3.0	1.9
Writing	1.5	2.8	2.7	2.8	2.5	2.7	3.0	2.5
Reading Mechanics	1.5	3.3	3.3	3.0	2.5	3.0	4.0	2.8

Mathematics - Concept Scores

Score scales 1 to 4

Concept	Hispanic	African - American	Asian / Pacific Islander	American Indian	White	Multi - racial	Unreported	School Avg
Measurement	1.3	2.8	2.7	2.5	2.5	3.0	4.0	2.5
Numeracy	1.0	2.0	3.0	2.5	2.5	3.0	3.0	2.3
Operations	1.3	2.8	2.7	2.5	2.5	3.0	3.0	2.4
Patterns and Functions	1.5	3.0	2.7	2.8	2.5	3.0	4.0	2.6

Step 3: Teach

The Formative Assessment Cycle



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- Jones, Samantha

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Samantha Jones's Report Gr2 Spring '10-'11

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Proctor:

Assessment: CPAA Gr2 Spring '10-11

Date and Time: 06/03/11 12:45pm

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View: ☒ Literacy ☐ Mathematics

Literacy - Recommended Activities

[Phonemic Awareness](#)
[Phonics/Writing](#)
[Reading](#)

Decoding Nonsense Words

[Building Words \(18\)](#)

Syllable Counting

How Many Guesses? (23)

Phonemic Addition

Make New Words (18)

Building Words

Decoding Nonsense Words Challenging Activity:
 Provide the students with a column of word beginnings and a column of word endings. Tell the students they get to combine word beginnings with the word endings to get a word. For example, in one column there could be ch, h, th, shr, and in the other column there could be air, ink, ese. The student has to try and make as many words (hair, chair, think, shrink, these).

Recommended Participants

[Timon Moon](#)
[Shannon McGowan](#)
[Yolanda Bartlett](#)



Samantha Jones's Report Gr2 Spring '10-'11

Proctor:

Assessment: CPAA Gr2 Spring '10-'11

Date and Time: 06/03/11 12:45pm

Literacy - Recommended Activities

Reading Comprehension - Vocabulary

I Am

Reading Comprehension - Vocabulary **Instructional** Activity: Take out as many index cards as you have players. On one side of the card write out vocabulary words that you want the students to learn. On the other side of the card, write out a definition for one of the words on another card. When all the cards are done, you should have one card per student with a word on one side and an unrelated definition on the other side. To play, pass out one card to each student. Have the first student say "I am" and read the definition on his card. The student who has the word that goes with the definition should call out the word. Then that student gets to read off the definition on his/her card. The game continues until all of the cards have been read.

Reading Comprehension - True Statement/Opinion

Story Star

Reading Comprehension - True Statement/Opinion **Supportive** Activity: Introduce students to the story star. The star has five points each of which correspond to an important question that aids understanding of the story or passage just read: Who? (Who are the important actors/characters?) When? (When did this take place?) Where? (Where did this take place?) What? (What happened?) Why? (Why did this happen?) After introducing the story star, read a short story to the class and together answer the five questions. Model this process several times, then ask students to use the same graphic organizer to help them comprehend a new story read independently. Once students get in the practice of asking these questions while reading, they will begin to do this on their own, increasing their comprehension skills.

Short Passage

What Could It Be?

Short Passage **Challenging** Activity: Non-fluent readers use pictorial, phonetic, and syntactic cues to figure out unfamiliar words. This activity reinforces the syntactic method and reminds students that even when they don't know a word, they still know something about it. Prepare a list of sentences that contain words you know your students can read plus one tricky word in each sentence. Arrange these sentences vertically on the left side of a piece of paper. On the right side make 3 boxes containing several images and corresponding print. Fill the top box with objects (nouns), the middle box with verbs, and bottom box with adjectives. Ask students to read each sentence and underline any words they don't know (should be one per sentence.) Then have them draw a line from the mystery word to the appropriate category box. For example, "I like to eat almonds," would require the student to underline "almonds" and draw a line to the noun box. If they get stuck, encourage them to read the sentence and substitute one of the pictured words from each of the boxes and see which one is silly but still makes some sense.

Activities at Multiple Levels

- ✓ Supportive
- ✓ Instructional
- ✓ Challenging

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Click on concept to see details.

■ Above Expectation (3.5-4.0)
 ■ At Expectation (2.5-3.5)
 ■ Approaching Expectation (1.5-2.5)
 ■ Below Expectation (1-1.5)

Literacy - Class's Concept Scores

Score scales 1 to 4

Concept	Graph	Level	Class Avg.	School Avg.
Phonemic Awareness	<div style="width: 100%; background-color: green;"></div>	At Expectation	3.1	3.1
Phonics/Writing	<div style="width: 100%; background-color: green;"></div>	At Expectation	3.2	3.2
Reading	<div style="width: 100%; background-color: orange;"></div>	Approaching Expectation	2.3	2.3

Mathematics - Class's Concept Scores

Score scales 1 to 4

Concept	Graph	Level	Class Avg.	School Avg.
Measurement	<div style="width: 100%; background-color: green;"></div>	At Expectation	2.6	2.6
Numeracy	<div style="width: 100%; background-color: orange;"></div>	Approaching Expectation	2.3	2.3
Operations	<div style="width: 100%; background-color: green;"></div>	At Expectation	2.8	2.8
Patterns/Functions	<div style="width: 100%; background-color: green;"></div>	At Expectation	2.6	2.6

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Keep It Fair

Fraction Comparison - Symbols Instructional Activity:

Make or have students make paper pizzas (paper plates are an easy template.) Allow students to decide how many equal-sized slices they will divide their pizza into (3, 4, 6 or 8) then draw lines on the back of the paper pizzas and cut or have the students cut them. Now it's time to share fairly. Recording their transactions as they go, allow students to trade slices among themselves with the goal of keeping one whole pie. After a few minutes of this, reconvene and share observations about the process, e.g., fourths and eighths can trade more easily than sixths and eighths but $\frac{3}{6}$ can trade for $\frac{4}{8}$. Thirds can only trade with thirds and sixths, etc. Ask students why it would be unfair to trade the same number of slices if the pies the pies they came from were not divided into the same number of parts.

Recommended Participants

Cecilia Booth

Colette Bradford

Rogan Bishop

Samantha Jones

Allistair Dorsey



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More or Less (2)

What's My Number? (0)

Samantha Jones

Allistair Dorsey



Jane Clark's Class Report

Gr2 Spring '10-'11

Proctor: Jane Clark
Date: 06/17/11
Assessment: CPAA Gr2 Spring '10-'11

Hats and Nonsense

Decoding Nonsense Words Supportive Activity: Write each letter of the alphabet on a piece of paper (or use 3D letters) and put them into a hat. A student gets to come up and pick out five slips of paper from a hat. The student has to try and put the sounds together in the order they were picked to make a nonsense word (or a real word). If they can't sound out the word (because there are no vowels) then they have to explain why. This game can be played in two teams with points for "words" that can be pronounced. This game can be made simpler, or more challenging, by changing the numbers of letters the child should pick. You may also challenge the team to sound out the word once you have detected that it can be done.

Recommended Participants

Dillian Owens

Secret Code

Decoding Nonsense Words Instructional Activity: Begin by writing the students' spelling words in "pig latin" - igPay atinLay, i.e., the onset is placed at the back at the end of the word with ay added. Make a sentence for your class in the secret code. Have them try to correctly pronounce the sentence. Then tell them the code and have them decode the sentence. You could then pair them up and have each pair make their own secret code and message.

Recommended Participants

Donovan Macdonald
Wesley Hernandez
Samson Tan
Keeona Williamson

Syllable Counting

How Many Guesses?

Syllable Counting Instructional Activity: Have students try to guess a word from the word wall that you are thinking of from hints you provide. After each hint, have the students write down in their notebooks which word they think you are referring to. Each hint should be increasingly specific. For example if the word is "think," you could begin by telling the students that the word you are thinking of has one vowel. You could continue by mentioning what sound the word starts with, how many sounds there are, if the vowel(s) is/are short or long, what sound the word ends with, how many syllables the word has, etc.... After a set number of hints, either 3 or 5, segment the word into sounds and see who guessed correctly after the fewest hints.

Recommended Participants

Wesley Hernandez
Dillian Owens
April Clarke
Naida Roberts
Keeona Williamson
Donovan Macdonald
Yolanda Bartlett
Colette Bradford
Shannon McGowan
Joel Rosales
Cecilia Booth
Amir Nguyen
Derek Acosta
Damon Dichee

Activities at Multiple Levels

- ✓ Supportive
- ✓ Instructional
- ✓ Challenging

Recap

Easy

- to implement
- to administer
- to move from data to action